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rushes and mosses take possession of the land, it is a strong indication of acidity, because these plants can withstand a large amount of acid and hence persist after the soil has become too sour for the growth of more desirable plants. Sometimes an acid soil becomes so covered with sorrel as to give a reddish tinge to the entire field.

The persistent failure of clover is an indication of soil acidity, while a good growth of clover shows that the soil contains sufficient limestone. On acid soils the clover frequently starts growth with promise in the early spring, but later becomes sickly in appearance and finally dies out completely. Such behavior is practically always due to a sour condition of the soil [p. 475].

At the close of each chapter there is a list of exercises, some of which are in the form of experiments to be performed in the laboratory, though many of these may be carried out at home, no special apparatus being required. The lists of exercises are quite adequate in the sense of being suggestive and directing the pupil's attention to the immediate bearing of the facts studied upon practical problems within his own experience.

The book is a rather pleasing expression of the now generally accepted notion that chemistry should be so taught as to make it "assist the pupil in interpreting life," and seems well adapted for use in vocational courses in agriculture and home economics.

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*Forge and machine-shop practice.*—The difference between using a well-written, well-organized text and using no text at all is often the difference between teaching with a conscious purpose and teaching in a haphazard way. Industrial arts work has generally been handicapped by traditions which insist that experience and knowledge can only be transmitted to another through direct personal contact and observation. The value of broad contacts formed through the medium of printed material has not been fully recognized. That it is not impossible to transmit technical information and the results of experience by means of the printed page is well demonstrated by Harcourt in his volume on forge practice.<sup>1</sup>

The book has much valuable information on materials and equipment which should cut down the amount of time required for lecture work on these subjects. The projects selected have been chosen on the basis of materials and processes involved. With such a type of organization the work outlined can be easily supplemented by special projects which the instructor may wish to introduce. Illustrations of the steps or operations necessary in making each project are unusually complete and adequate.

A second recent volume<sup>2</sup> of a somewhat similar plan and organization has to do with machine-shop work. The author has centered blocks of instructional material around the various machines that are used in the shop, supplementing these with a chapter on bench and vise work and another treating of

<sup>1</sup> R. H. HARCOURT, *Elementary Forge Practice*. Peoria, Illinois: Manual Arts Press, 1920. Pp. 154. \$1.50.

<sup>2</sup> T. J. PALMATEER, *Elementary Machine Shop Practice*. Peoria, Illinois: Manual Arts Press, 1920. Pp. 123. \$1.50.

lathe tools and tool steel. The processes involved in each unit of instruction are brought out by a number of carefully chosen problems for each. The sequence of operations for each problem is outlined in detail.

Throughout the text there is a great deal of informational material concerning tools, equipment, and the various kinds of stock used. The illustrations and cuts of machines are particularly complete.

At the end of each unit of instruction a list of questions is given to focus the thinking of the student on the important phases of the work covered. The questions are well chosen and of a nature to stimulate active thinking and investigation on the part of the pupil.

The volume should prove a valuable addition to any shop library as a supplementary text. For the teacher of large classes of beginners it should lift the burden of much class work and explanation if placed in the hands of the pupils as a text.

## CURRENT PUBLICATIONS RECEIVED

### GENERAL EDUCATIONAL METHOD, HISTORY, THEORY, AND PRACTICE

DEARBORN, WALTER F. *Stencils For (Series I) General Examinations 1, 2, and 3, Dearborn Group Tests of Intelligence*. Philadelphia: J. B. Lippincott Co., 1920.

EDWARDS, E. S. *The Fundamental Principles of Learning and Study*. Baltimore: Warwick & York, 1920. Pp. 239. \$1.80.

LA RUE, DANIEL WOLFORD. *Psychology for Teachers*. New York: American Book Co., 1920. Pp. 316.

MARTIN, LILLIEN J. *Mental Hygiene*. Baltimore: Warwick & York, 1920. Pp. viii+89. \$1.40.

REED, ANNA Y. *Junior Wage Earners*. New York: Macmillan Co., 1920. Pp. xii+171.

ROBBINS, CHARLES L. *The Socialized Recitation*. Boston: Allyn & Bacon, 1920. Pp. viii+100.

SEARS, J. B. *The Boise Survey*. Yonkers-on-Hudson, New York: World Book Co., 1920. Pp. 290. \$2.25.

THOMPSON, CHARLES B. *Mental Disorders*. Baltimore: Warwick & York, 1920. Pp. 48. \$0.75.

### BOOKS PRIMARILY FOR HIGH-SCHOOL TEACHERS AND PUPILS

BENEVENTE, JACINTO. *El Principio que todo lo aprendio en los libros*. Edited by Aurelio M. Espinosa. Yonkers-on-Hudson, New York: World Book Co., 1920. Pp. xvi+87.

BOTSFORD, GEORGE WILLIS, and BOTSFORD, JAY BARRETT. *A Brief History of the World*. New York: Macmillan Co., 1920 [revised]. Pp. xv+554.